

**2011 Accommodations Guidelines**

Edward G. Rendell, Governor • Thomas E. Gluck, Acting Secretary of Education

*Accommodations Guidelines for  
Students with IEPs and  
Students with 504 Plans:  
PSSA, PSSA-M, Keystone Exams*

December 16, 2010

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**Objectives**

Participants will:

- Examine administration procedures for the PSSA, PSSA-M, Keystone paper/pencil Exam
- Explore tools and strategies for choosing accommodations for students with IEPs and 504 Plans
- Analyze test accommodations appropriate for students with specific disabilities

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**Regarding the Keystone Exams:**

- All accommodations allowable for the paper/pencil PSSA tests, are allowable for the paper/pencil Keystone exams.
- Accommodations specific for the online Keystone exams are not included in these guidelines.
- Refer to the Online Tools Training available through the PA Online Assessment System software.
- DRC Customer Service: 1-888-551-6935 or email: [PAcustomerservice@datarecognitioncorp.com](mailto:PAcustomerservice@datarecognitioncorp.com)

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**Student Participation in Assessments**

- The participation of students with disabilities in assessments is assured by the following federal and state laws:
  - Individuals with Disabilities Education Improvement Act of 2004 (IDEA)
  - No Child Left Behind of 2001 (NCLB)
  - Chapters 14 & 4 of the State Board of Education Regulations, Title 22, Education. (Pa Code 14.102 & 4.51)

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**§ 300.160 Participation in assessments**

b) *Accommodation guidelines.* (1) A State (or, in the case of a district-wide assessment, an LEA) must develop guidelines for the provision of appropriate accommodations. (2) The State's (or, in the case of a district-wide assessment, the LEA's) guidelines must—

- (i) Identify only those accommodations for each assessment that do not invalidate the score; and
- (ii) Instruct IEP Teams to select, for each assessment, only those accommodations that do not invalidate the score.

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**2011 Assessment Calendar**

Assessment	Dates	Grade(s)
PSSA Math & Reading	March 14 -25, 2011	3 - 8, 11
PSSA-M Math		4 - 8, 11
PSSA-M Reading		4 - 8, 11
PSSA Writing	March 28 - April 1, 2011	5, 8, 11
PSSA Science	April 4 - 8, 2011	4, 8, 11
PSSA-M Science		8, 11
PSSA Make-Ups	April 11 - 15, 2011	As Needed
Keystone Literature (paper/pencil)	May 2-3, 2011 (traditional) May 9-10, 2011 (block)	Grade 10
Keystone Biology (paper/pencil)	May 2-3, 2011 (traditional) May 9-10, 2011 (block)	End-of-course
Keystone Algebra 1 (paper/pencil)	May 3-4, 2011 (traditional) May 10-11, 2011 (block)	End-of-course
Keystone Make-ups	May 6 & 9, 2011 (traditional) May 11 & 12, 2011 (block)	As needed

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**Participation for All**

- PSSA, PSSA-M
  - Participate with/without accommodations
- PASA
  - Participate in the PASA (for students with significant cognitive disabilities).
  - Adaptations for students with visual impairments, those who are deaf or hard of hearing, and/or requiring augmentative communication devices-2011 PASA Administrator's Manual: [www.pasaassessment.org](http://www.pasaassessment.org)

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**Participation for All**

- Keystone Exams Spring 2011
  - A general state assessment but not yet approved as a state assessment for accountability
  - PSSA is still required for accountability. All accommodations allowable for PSSA are allowable for the paper/pencil Keystone Exams.

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**Participation for All**

- Students in grades 7 & 8 who are taking Algebra 1 or Biology in a district that uses the Keystone Exams as a graduation requirement must participate.
- IEP students in grades 7 & 8 who are taking Algebra 1 or Biology should participate:
  - Same opportunity as peers
  - Eventually becomes an accountability test

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**Accommodations vs. Modifications**

- Accommodations are practices that provide equitable access to test items, for example,
  - More time than peers to complete tests
  - Read-aloud of math and science test items
- Modifications are intentional changes that might reduce performance expectations
  - Requiring a student to complete fewer test items
  - Giving hints or clues to make items less difficult

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**2011 Modified Tests**

<u>Available for:</u>	<u>Not Available for:</u>
• Math PSSA-M	• Writing PSSA
• Reading PSSA-M	• Keystone Exams
• Science PSSA-M	

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**Assessment Accommodations**



- It is critical to note that although some accommodations may be appropriate for instructional use, they may not be appropriate for use on a standardized assessment (i.e. the PSSA, PSSA-M, & Keystone Exams).

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## Accommodation Categories

- Presentation
- Response
- Setting
- Timing/scheduling

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## Accommodations for PSSA-M & Keystone Exams

- All accommodations that are available for the general PSSA are also available for the PSSA-M and the paper/pencil Keystone Exams (except the Audio CD is not available for the PSSA-M and the Keystone Exams).
- The IEP Team should continue to consider all four accommodation categories.

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## Accommodations for the PSSA-M

- Suggestions for administration that may impact accommodations:
  - Separate setting
    - Alternating math and reading sections not required
  - Timing/scheduling
    - 2 sections (general test has 3 sections)

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## Documenting Accommodations in the IEP or 504 Plan

- Consideration of special factors --
  - Assistive technology devices and services
- Supplementary aids and services --
  - Aids, services, and other supports
- Participation in assessments --
  - How will a student participate in state and district-wide assessments

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## What Doesn't Work?

- Providing an accommodation that the student does not use on a regular basis in an assessment situation
- Not getting input from the general education teachers
- Including every accommodation available on the IEP form, hoping "something" will work

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## Of the Accommodations that Match the Student's Needs, Consider ...

- The student's willingness to learn to use the accommodations
- Opportunities to learn how to use the accommodations in classroom settings
- Conditions for use on state assessments

**See Teacher Tool 1**

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**Involve Students**

- Involve students in selecting, using, and evaluating accommodations.
- The more input students have in selecting, the more likely the accommodations will be used.
- Students should see accommodations as adding value to daily life — not only in school but in postsecondary, career, and the community.

**See Teacher Tool 2**

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**Questions to Guide Evaluation at the School/District and Student Levels**

- Are students receiving accommodations as documented in the IEP and 504 plans?
- What is the plan for ensuring students receive documented accommodations?
- What is the student's perception of how well the accommodation worked?

**See Teacher Tool 3**

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**Questions to Guide Evaluation at the Student Level**

- What is the student's perception of how well the accommodation worked?
- What seem to be effective combinations of accommodations?
- What are the difficulties encountered in the use of accommodations for a student?
- What are the perceptions of teachers and others?

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**Assessment Accommodations**

*Don't FORGET!*

- It is critical to note that although some accommodations may be appropriate for instructional use, they may not be appropriate for use on a standardized assessment (i.e. the PSSA, PSSA-M, & Keystone Exams).

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**Exceptions to Participation in General PSSA**

- Participates in the PSSA-M for math, reading, and/or science
  - This student may participate in general PSSA for some of the subject tests
- Participates in PASA for math & reading, science
  - This student will participate in a teacher-created alternate assessment for writing
- Optional participation in Reading and Writing for 1<sup>st</sup> year ELL students
- Parental request for religious exclusion

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**ADDITIONAL PRESENTATION ACCOMMODATIONS**

	Allowed	Not allowed for PSSA
<b>Human Reader</b>		
Mathematics and science PSSA tests only: a qualified person may be provided to read orally to students who are unable to decode text visually. Readers should use even intonation so that the student does not receive any cues by the way the information is read. It is important for readers to read test disambiguations and test word for word exactly as written. Readers may not clarify, elaborate, or provide assistance to students. Readers need to be familiar with the terminology and symbols specific to the content. This is especially important for high school mathematics and science. Readers should be provided to students on an individual basis. A student should have the option of asking a reader to slow down or repeat text. Due to limited resources it might be necessary to read to a small test score than to group of students.	✓	
<b>All PSSA tests:</b>		
• Reading aloud or signing directions.	✓	
<b>Mathematics PSSA test:</b>		
• Reading aloud or signing directions.	✓	
<b>Reading PSSA test:</b>		
• Reading aloud or signing test disambiguations.	✓	✓

TABLE 5 *continued*

STUDENT CHARACTERISTIC: DEAF; HARD OF HEARING

Category	Accommodations to Consider for Instruction	Accommodations to Consider for Assessments
Presentation	<ul style="list-style-type: none"> <li>• Sign language</li> <li>• Audio amplification devices</li> <li>• Visual cues</li> <li>• Written notes, outlines, and instructions</li> <li>• Videotape and descriptive video</li> <li>• Provide advance organizers and outlines of lectures for student to follow</li> <li>• Use gestures (e.g., point to materials)</li> <li>• Repeat questions and responses from classmates</li> </ul>	<ul style="list-style-type: none"> <li>• Sign language</li> <li>• Audio amplification devices</li> <li>• Repeat questions and responses from classmates regarding directions and procedures</li> <li>• Give interpreter instructional materials in advance</li> </ul>

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## Audio CD for Test Items

- PSSA Math and Science only
- Intended for limited number of students who cannot access printed version of PSSA test.
- Student(s) must already receive audio presentation for instruction and assessment.
- Request for approval from PDE must occur. Documentation **MUST** be submitted to PDE at time of audio test order (see Guidelines for instructions).
- CDs must be ordered from and returned to DRC.

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## Audio Accommodation for Keystone Exams

- No human voice audio CD available
- Electronic audio voice available with online version (Online Tools Training available for students and test administrators)

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## Accommodation Procedures

- Document, document, document...
- Provide training.
- Communicate and collaborate with Test Coordinator.
- Map out the logistics.
- Prepare for the implementation of accommodations prior to, during, and after the assessment.

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## Prior to Assessment

- Know the accommodations to be provided.
- Know how to administer them.
- Know where extended-time and read-aloud will take place.
- Use accommodation forms/databases to monitor implementation.

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## During the Assessment: Ensure Standardization

- Standardization: The adherence of uniform administration procedures and conditions during an assessment
- Strict adherence to guidelines helps to ensure that test results reflect individual student learning.
- The objective of providing assessment accommodations is to make fair comparisons with other students taking the test.

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**During the Assessment: Practice Ethical Testing**

- Unethical testing practices are inappropriate interactions between test administrators and students taking tests.
  - Coaching student during tests
  - Editing student responses
  - Giving clues in any way
  - Changing the content by paraphrasing or offering additional information

*Don't FORGET!*

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**During the Assessment: Ensure Test Security**

- Ensure the confidentiality of test questions and answers.
- Maintain test integrity and validity.
- This becomes an issue when accessible test formats are used or when someone other than the student is allowed to see the test.

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**After the Assessment**

- Complete Bubble Sheet
- Permanently delete files
- Return ALL material
  - Student booklets
  - Alternate test versions
  - Original student work
  - Scratch paper

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**ACCOMMODATIONS SECTION**  
(mark all that apply, if any)

1. Student used the following Presentation Accommodations:

12. Student used the following Response Accommodations:

13. Student used the following Setting Accommodations:

14. Student used the following Timing Accommodations:


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**Section Break**

**Questions???**



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**Hearing Impaired/Deafness Defined**

- Student Definitions**
  - Hearing impairment is defined by IDEA as "an impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance."
  - Deafness is defined as "a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification."
  - Thus, deafness may be viewed as a condition that prevents an individual from receiving sound in all or most of its forms. In contrast, a child with a hearing loss can generally respond to auditory stimuli, including speech.

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**Review of Auditory Accommodations**

- Auditory Accommodations
  - Amplification and/or assistive listening devices
  - Oral communication includes speech, speechreading and the use of residual hearing and/or Manual communication involves signs and fingerspelling.

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**Student Characteristics**

- Communication
  - Oral
  - Sign language
- Amplification
- Degree/configuration of hearing loss
- Impact upon education

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**Reminder! Accommodations do NOT...**

- Change, lower, or lessen learning, or reduce assessment expectations.
  - Example: Require a student to learn less material.
  - Example: Revise assignments or tests to make them easier.
- Result in implications that could adversely affect a student throughout his/her educational career.

**CFU:** Reducing learning and lowering expectations are called \_\_\_\_\_.

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**Standard Allowable Accommodations**

- Sign language
- Assistive listening devices
- Hearing aids
- Extended time

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**Sign Language**

- A sign language interpreter needs to translate accurately in the student's preferred mode of communication.
- If the test is not administered one-on-one, no more than 5 students may be grouped together.
  - All students in the group must be given the same test form number.

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**Sign Language**

- An interpreter may have access to the test form 3 days prior to administration.
- An interpreter may only access the test in a secure setting.
  - The assessment and preparation notes may not leave the building.
- An interpreter is required to sign a confidentiality agreement when viewing the test ahead of time.

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**Sign Language**

- The following sections of the PSSA/PSSA-M/Keystone Exam are allowed to be signed
  - Directions for all tests
  - Math items/questions/answer choices
  - Writing prompts
  - Science items/questions/answer choices

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**Sign Language**

- The following sections of the PSSA/PSSA-M/Keystone Exam are **NOT** allowed to be signed
  - Reading passages, multiple-choice questions and answer choices
  - Writing multiple-choice passages, questions, and answer choices

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**Sign Language Message Delivery**

- All test items must be signed as they are written, except when doing so would reveal an answer to a test question.
- Interpreters may not paraphrase, clarify, elaborate, or provide assistance with the meanings of words, intents of test questions, or responses to test items.

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**Sign Language Message Delivery**

Example:

TRANGLE. The shape is a triangle. The index finger traces a triangle in the air. Both index fingers may also be used.



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**Sign Language Message Delivery**

**Math: Grade 5 E.2.1.2**

46. Steve's phone book listed the following area codes for his friends.

**Steve's Friends: Name and Area Code**

Han 916	Rosa 831
Ji 209	Tito 916
Liang 908	Wally 831
Matt 209	Zoe 209
Paula 805	

What is the **mode** of the area codes?


A 209 \*  
B 805  
C 831  
D 916

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**Assistive Listening Devices**



- Students may use amplification devices in addition to their hearing aids (the same equipment used during instruction time).

**Notes:**

- ✓ Provide fresh batteries when testing.
- ✓ Reduce ambient noise.


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**Extended Time**



- Students who are deaf or hard of hearing may need more time than the rest of the regular education testing group (allowable accommodation).
- English may be the second language for some students so they may require additional time to read and comprehend the meaning of each question.

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**Extended Time**

- Decisions should be made on a case-by-case basis prior to the administration of the PSSA.
  - Avoid disruption
- Students may move to an *extended time area*.
- There must be sufficient time to complete a section prior to the end of the school day.

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**Extended Time**


- Test sections must be administered in sequence.
- Students should have extended time as long as they are working productively.

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**Assessment Accommodations**



- It is critical to note that although some accommodations may be appropriate for instructional use, they may not be appropriate for use on a standardized assessment (i.e. the PSSA, PSSA-M, & Keystone Exams).


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**Section Break**

**Questions???**



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**Review of Accommodations for Students with Visual Impairments (VI)**


- Student Characteristics
- Accommodations vs. Modifications
- What's new (new items are in red and italicized)


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<h2 style="text-align: center;">Student Characteristics</h2>	
<ul style="list-style-type: none"> <li>• Student characteristics             <ul style="list-style-type: none"> <li>– Low incidence/heterogeneous population</li> <li>– Visual impairment                 <ul style="list-style-type: none"> <li>▪ Blind</li> <li>▪ Low vision</li> </ul> </li> </ul> </li> <li>• Access to instructional materials and testing             <ul style="list-style-type: none"> <li>– Visual access (print/pictures)</li> <li>– Auditory access</li> <li>– Tactual access (braille/graphics)</li> <li>– Combination of access and/or accommodations</li> </ul> </li> </ul>	


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<h2 style="text-align: center;">Key Concepts when Considering Accommodations for Students with VI</h2>	
<ul style="list-style-type: none"> <li>• Many students with visual impairments need accommodations to access instructional and testing materials.</li> <li>• Guard against over accommodating and recognizing that when changes to the content or level of expectation occur, it may become a modification rather than an accommodation.</li> <li>• Accommodations “level the playing field.”</li> </ul>	


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<h2 style="text-align: center;">Specialized Test Formats</h2>	
<ul style="list-style-type: none"> <li>• Braille/tactile graphics</li> <li>• Enlarged print</li> <li>• Must be ordered from DRC             <div style="text-align: center;">                 Data Recognition Corporation  <a href="mailto:pacustomerservice@datarecognitioncorp.com">pacustomerservice@datarecognitioncorp.com</a>                  1.800.451.7849             </div> </li> <li>• Order forms are included with testing materials for last minute orders</li> </ul>	


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<h2 style="text-align: center;">☆☆ Coming Soon ☆☆</h2> <h3 style="text-align: center;">2009-10 Braille PSSA Item Samplers</h3>	
<ul style="list-style-type: none"> <li>• <i>Specific grade-level PSSA Item Samplers available in contracted Braille.</i></li> <li>• <i>Based on 2010 DRC report of students who took the PSSA in Braille format, next grade level Braille PSSA Item Samplers will be mailed to IU or LEA.</i></li> </ul>	


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<h2 style="text-align: center;">☆☆ Coming Soon ☆☆</h2> <h3 style="text-align: center;">2009-10 Braille PSSA Item Samplers</h3>	
<ul style="list-style-type: none"> <li>• <i>PSSA Item Samplers in Braille for newly enrolled students and/or current third grade students need to be ordered by contacting Ms. Cathy Nadberazny at the PaTTAN AIM Center; 1-800-360-7282 ext. 3317 or <a href="mailto:cathyn@pattan.net">cathyn@pattan.net</a></i></li> </ul>	


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<h2 style="text-align: center;">☆☆ Coming Soon ☆☆</h2> <h3 style="text-align: center;">2009-10 Braille PSSA Item Samplers</h3>	
<ul style="list-style-type: none"> <li>• <i>Additional PSSA Item Samplers can be downloaded from the PDE website (<a href="http://www.education.state.pa.us">www.education.state.pa.us</a>) under the Bureau of Assessment and Accountability.</i></li> <li>• <i>These Item Samplers are in a Braille-ready file (.brf) format which can be embossed locally.</i></li> <li>• <i>Tactile graphics are available in pdf format which can be reproduced with appropriate equipment.</i></li> </ul>	


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<h2 style="text-align: center;">Electronic Readers (Screen Reader and/or Text Reader)</h2> <p>Must meet all 4 criteria:</p> <ol style="list-style-type: none"> <li>1. Used routinely in Math and Science both before and after PSSA, PSSA-M, and Keystone Exams</li> <li>2. Severely limited or prevented from participating without it (not simply performing below grade-level expectations)</li> <li>3. Documented in IEP or 504</li> <li>4. PDE has granted approval prior to test window</li> </ol>


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<h2 style="text-align: center;">Tactile and Visual Presentation Accommodations</h2> <ul style="list-style-type: none"> <li>• Braille/Enlarged Print</li> <li>• IEP teams need to utilize appropriate learning media assessments to determine optimal print size for <i>sustained reading tasks</i>.</li> <li>• LEAs should contact PDE @ 1-717-787-4234 if a student requires Braille or print larger than 18 point type for a <u>specific section</u> of text.</li> </ul>


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<h2 style="text-align: center;">Visual Presentation Accommodations</h2> <ul style="list-style-type: none"> <li>• Electronic magnification</li> <li>• Screen Magnification Software             <ul style="list-style-type: none"> <li>– Some students use enlarged computer monitors and/or screen enlargement programs or computer operating system accessibility options. Must follow all guidelines for electronic readers.</li> </ul> </li> </ul>


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<h2 style="text-align: center;">Human Reader</h2> <p style="text-align: center;"><b>For students who are unable to decode text visually, the following sections of the PSSA</b></p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top;"> <p>May be read aloud:</p> <ul style="list-style-type: none"> <li>• Directions for all PSSA tests</li> <li>• Math test items/questions/answer choices</li> <li>• Writing prompts</li> <li>• Science test items/questions/answer choices</li> </ul> </td> <td style="vertical-align: top;"> <p>May NOT be read aloud:</p> <ul style="list-style-type: none"> <li>• Reading passages</li> <li>• Reading questions &amp; answer choices</li> <li>• Writing passages</li> <li>• Writing questions &amp; answer choices</li> </ul> </td> </tr> </table>	<p>May be read aloud:</p> <ul style="list-style-type: none"> <li>• Directions for all PSSA tests</li> <li>• Math test items/questions/answer choices</li> <li>• Writing prompts</li> <li>• Science test items/questions/answer choices</li> </ul>	<p>May NOT be read aloud:</p> <ul style="list-style-type: none"> <li>• Reading passages</li> <li>• Reading questions &amp; answer choices</li> <li>• Writing passages</li> <li>• Writing questions &amp; answer choices</li> </ul>
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<h2 style="text-align: center;">Electronic Readers (Screen Reader and/or Text Reader)</h2> <p>Must meet all 4 criteria:</p> <ol style="list-style-type: none"> <li>1. Used routinely in this subject both before and after PSSA, PSSA-M, and Keystone Exams</li> <li>2. Severely limited or prevented from participating without it (not simply performing below grade-level expectations)</li> <li>3. Documented in IEP or 504</li> <li>4. PDE has granted approval prior to test window</li> </ol>


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<h2 style="text-align: center;">Multi-Sensory Presentation Accommodations</h2> <ul style="list-style-type: none"> <li>• Electronic readers: Intended for those students with a severe disability that precludes them from accessing the test...             <ul style="list-style-type: none"> <li>– Scan and Read Programs</li> <li>– Screen readers</li> </ul> </li> </ul>



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<h2 style="text-align: center;">Response Accommodations</h2> <ul style="list-style-type: none"> <li>• Braille writing devices</li> <li>• Computers</li> <li>• Note-taking devices</li> <li>• Adapted PDAs</li> <li>• Enlarged print</li> </ul>	

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<h2 style="text-align: center;">Electronic Braille Writer, Note-Taking Devices, and Adapted PDAs</h2> <p>Allowable for PSSA tests with following conditions:</p> <ul style="list-style-type: none"> <li>• Braille or standard input may be printed out in text form.</li> <li>• Student responses must be transcribed into the regular scannable test booklet.</li> <li>• Not allowable: Use of spell/grammar checker, auto correct, word prediction functions, internet functions, stored files or other supports</li> <li>➔ If the note-taking device is connected to a computer, guidelines for use of an electronic reader apply.</li> </ul>	

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<h2 style="text-align: center;">Materials or Devices Used to Solve Problems or Organize Responses</h2> <ul style="list-style-type: none"> <li>• A Cranmer abacus may be used when math problems are to be calculated without a calculator. The abacus functions as paper and pencil for students with visual impairment.</li> <li>• Use of a number line (enlarged print or Braille)</li> <li>• Use of enlarged print and/or tactile rulers             <ul style="list-style-type: none"> <li>– Measurement graphics on enlarged print test have <i>not</i> been enlarged—magnification recommended</li> <li>➔ – Tactile rulers do not measure less than 1/16"</li> </ul> </li> </ul>	

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<h2 style="text-align: center;">Setting Accommodations</h2> <ul style="list-style-type: none"> <li>• A student with low vision may bring appropriate task lighting to the test situation.</li> </ul>	

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<h2 style="text-align: center;">Timing and Scheduling Accommodations</h2> <ul style="list-style-type: none"> <li>• Extended Time             <ul style="list-style-type: none"> <li>Should be determined by IEP team based on learning media assessment results</li> <li>– Remember to “raise the bar.”</li> </ul> </li> </ul>	

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<h2 style="text-align: center;">Assessment Accommodations</h2> <div style="text-align: right;">  </div> <ul style="list-style-type: none"> <li>• It is critical to note that although some accommodations may be appropriate for instructional use, they may not be appropriate for use on a standardized assessment (i.e. the PSSA, PSSA-M, and Keystone Exams).</li> </ul>	

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**Section Break**

**Questions???**



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**Accommodations for Students with Other Disabilities**

- Presentation Accommodations (Table 1 in Guidelines)
- Response Accommodations (Table 2 in Guidelines)
- Setting Accommodations (Table 3 in Guidelines)
- Timing and Scheduling (Table 4 in Guidelines)

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**Multisensory/Multimodal Presentation Accommodations**

- What are they?
  - Allow students to access print in alternate ways
- Who can benefit? (also see Table 5)
  - Students with physical, sensory, and/or cognitive disability

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**TABLE 5: Examples of Accommodations Based on Student Characteristics**

STUDENT CHARACTERISTIC: BLIND/LOW VISION, PARTIAL SIGHT		
Category	Accommodations to Consider for Instruction	Accommodations to Consider for Assessments
Presentation	<ul style="list-style-type: none"> <li>• Enlarged print</li> <li>• Magnification devices</li> <li>• Braille</li> <li>• Nemeth Braille code</li> <li>• Tactile graphics</li> <li>• Human reader</li> <li>• Audio recorder</li> <li>• Screen reader</li> <li>• Enlarged print or braille notes, outlines, and instructions</li> <li>• Talking materials</li> </ul>	<ul style="list-style-type: none"> <li>• Enlarged print</li> <li>• Magnification devices</li> <li>• Braille</li> <li>• Nemeth Braille code</li> <li>• Tactile graphics</li> <li>• Human reader</li> <li>• Audio recorder</li> <li>• Screen reader (per Guidelines) with PDE approval prior to PSSA AND PSSA-M</li> </ul>
Response	<ul style="list-style-type: none"> <li>• Express response to a scribe through means</li> </ul>	<ul style="list-style-type: none"> <li>• Express response to a scribe through means</li> </ul>

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**Human Reader**

May be read aloud:

- Directions for all PSSA tests
- Math test items/questions/answer choices
- Writing prompts
- Science test items/questions/answer choices

May NOT be read aloud:

- Reading passages
- Reading questions & answer choices
- Writing passages
- Writing questions & answer choices

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**Audio CD Recordings**

- Prerecorded CD audio version available for mathematics and science tests (PSSA only).
- Audio version is available for the on-line Keystone Exam.
- Individual recording of the PSSA, PSSA-M, or Keystone Exams is NOT ALLOWABLE.
- Audio version must be supplemented with text (print or Braille test booklet).

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**Electronic Readers**  
(Prior approval by PDE)

Use of Screen Reader and/or Text Reader intended for students with a severe disability, e.g.,

- Limited motor ability
- Significant vision disability
- Inability to access text in any other way

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**Text Reader**  
(Prior approval by PDE)

- An “electronic text reader application”:
  - Application that requests a digital version of the test.
  - Scanning no longer required or allowed; digital version provided by PDE when application is approved
- Grammar, spell-check, dictionary/thesaurus, word prediction features of application must be disabled.

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**Visual Cues**

Assure that students see/hear speaker, see/hear relevant directions.

Students may use highlighters, underlining, **colored** stickers, **colored** overlay, reading windows, and reading guides throughout the assessment.

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**Response Accommodations**

- What are they?
  - Responses using assistive device or organizer
- Who can benefit? (see Table 5)
  - Students with physical, sensory, learning disabilities (difficulties with memory, sequencing, directionality, alignment, organization)

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**Scribe**

- Writes what student dictates using an AAC device, pointing, sign language, or speech
- May not edit or alter in any way
- Must allow the student to review and edit what has been written
- Records student responses directly into PSSA, PSSA-M, or Keystone Exam test booklet

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**Scribe**

- Multiple-choice and open-ended responses may be scribed for:
  - Mathematics, Reading, Science PSSA & PSSA-M
  - Algebra I, Literature, Biology Keystone Exams
- Writing PSSA test:
  - Multiple-choice responses may be scribed
  - Student may scribe own recorded response
  - Responses to writing essay prompts may NOT be scribed

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**Transcribing**

- Test Administrator copies the student's exact written, typed, and/or keyed response into the standard test booklet.
- Word-for-word including all errors
- Writing directly in test booklet (rather than on scannable "bubble" sheet) is allowed; these responses must also be transcribed as above.

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**Transcribing from AAC device**

- Student responses must be transcribed into regular test booklet
- Use of spell/grammar checker, word prediction functions, internet functions, stored files, and other supports need to be disabled.

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**Other Allowable Accommodations Requiring Transcribing into Booklet**

- **Word Processors**
  - No spell/grammar checker, word prediction with topic specific dictionary functions, internet functions, stored files, and other supports.
- **Audio recorder**
  - Is only permitted on the writing PSSA if the student transcribes own response.
- **Speech to Text**
  - voices as input devices, also no spell/grammar checker, word prediction with topic specific dictionary functions, internet functions, stored files, and other supports.

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**Speech to Text**  
(Prior approval by PDE)

- Speech recognition: Student dictates text into the computer using specialized software
- Test administrator transcribes dictated responses into regular test booklet

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**Manipulatives**

**Allowable:**

- PSSA ruler or tactile ruler
- Calculator or number line
- Calculators with large keys or voice output
- Graphic organizers created by student at the time of the test)

**Not allowable:**

- Manipulatives other than those described in the accommodations guidelines
- Calculator may not be used on non-calculator sections
- Preprinted graphic organizers

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**Visual Organizers**

- Students may use graph paper, large-squared paper, scratch paper, highlighters, underlining, **colored** stickers, **colored** overlay, reading windows, and reading guides throughout the assessment.

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**Setting Accommodations**

- What are they?
  - Allow access for all students
- Who can benefit?
  - Students who need: reduced distractions for self and/or others, specialized equipment

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**Setting Accommodations**

- Reduce Distractions to the Student
- Reduce Distractions to Others
  - Due to use of a reader or scribe
  - Due to need to read or think out loud
  - Due to text to speech or speech to text

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**Setting Accommodations**

Change location to increase physical access

- Access to allowable tools
- Space for materials
- Specialized seating
- Accessible aisles, doorways

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**Timing and Scheduling Accommodations**

- What are they?
  - Adjustments in how time on task is arranged for student
- Who can benefit?
  - Students who need more time, have varying concentration and/or energy levels

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**Timing and Scheduling Accommodations**

- Extended time
- Multiple test sessions or frequent breaks
- Change of schedule

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***Prior approval by PDE***

- To apply for the use of any electronic/screen reader, audio CD, speech to text, or any other accommodation not listed in the guidelines, an LEA must make a request to PDE no less than 4 weeks in advance of the testing window.




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## Assessment Accommodations



- It is critical to note that although some accommodations may be appropriate for instructional use, they may not be appropriate for use on a standardized assessment (i.e. the PSSA, PSSA-M, & Keystone Exams).

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## Section Break

# Questions???



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## Accommodations for Students with Learning Disabilities

...*Specific learning disability* is defined as follows:

- General. The term means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.
- Disorders not included.* The term does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage.

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## Accommodations for SLD

- Overlaps with other disability accommodations
- May or may not be subject specific
- One size does *not* fit all
- Must measure effectiveness of the accommodation with regular classroom instruction and assessment

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## Presentation Accommodations

- Read aloud of directions
- Read aloud of math and/or science test items, and writing prompt
  - Whisper phone
  - Human reader
  - Audio CD
- Visual organizers

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## Response Accommodations

- Write in test booklet
- Dictate responses to scribe or computer
  - Not allowed for writing essay response
- Type on word processor/computer
  - Must be transcribed into test booklet
- Use large squared graph paper
- Speak into audio recorder
  - Must be transcribed into test booklet
  - Writing essay must be self scribed

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**Setting Accommodations**

- Small group or one-on-one
- Separate testing area
- Special furniture and/or devices
  - Study carrel
  - Chair ball
  - Noise buffers

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**Setting and Timing Accommodations**


- Allow for multiple or frequent breaks
  - May not join peers for lunch or other classes during test breaks
- Plan for extended time and/or different schedule
  - Section must be completed before departure for the day
- Consider other factors that affect student's daily performance (e.g., varying energy levels, medication effects, etc.)

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**Section Break**

**Questions???**



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**Accommodations for English Language Learners**

- Presentation
- Response
- Setting
- Timing/scheduling

and ELL-specific:

- **Linguistically responsive**

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**ELLs and State Academic Achievement Tests**

- PSSA or PASA Mathematics, grades 3-8 and 11; or PSSA-M mathematics, grades 4-8 and 11; Keystone Algebra I
- PSSA or PASA Science, grades 4, 8, and 11; Keystone Biology
- PSSA or PASA Reading, grades 3-8 and 11; Keystone Literature; *optional during 1<sup>st</sup> year in a U.S. school*
- PSSA Writing grades 5, 8, and 11, *optional during 1<sup>st</sup> year in a U.S. school*, (for PASA, Writing is assessed locally)

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**Student's ELL Status for PSSA and 2011 Spring Keystone Exams:**

- ELL and enrolled in a U.S. school **after** May 7, 2010 (previous enrollment in Puerto Rico is not considered as enrollment in U.S. schools). – Reading, Writing and Literature are optional.
- ELL and enrolled in a U.S. school **on or before** May 7, 2010. – Eligible for all subjects.
- Exited an ESL/bilingual program and in the first year of monitoring. – **These are former ELLs.** Eligible for all subjects.
- Exited an ESL/bilingual program and in the second year of monitoring. – **These are former ELLs.** Eligible for all subjects.

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**ELLs and the State English Language Proficiency Test**

- The ACCESS for ELLs (the English Language Proficiency assessment (Title III), is **mandatory** for all ELLs. It is administered annually for all ELLs, grades K-12.
- The WIDA consortium develops and maintains the test. PA is a member of the consortium.

WIDA information can be found at <http://www.wida.us/>. PA-specific information is available at <http://www.wida.us/states/Pennsylvania.aspx>.

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**What accommodations are available for ELLs?**

- Three separate accommodations are allowed specifically for ELLs in their first three years in ESL services:
  - Word-to word translation dictionaries, without definitions and **without pictures** (for Mathematics PSSA, PSSA-M, Science PSSA, Keystone Algebra I, Keystone Biology only; **not for any part** of the Reading PSSA test, Writing PSSA, Keystone Literature)
  - Qualified interpreters/sight translators (for Mathematics PSSA, PSSA-M, Science PSSA, Keystone Algebra I, Keystone Biology only; **not for any part** of the Reading PSSA test, Writing PSSA, Keystone Literature, except the Writing essay prompts)
  - Spanish/English PSSA Mathematics & PSSA-M Mathematics, PSSA Science, Keystone Algebra I, Keystone Biology tests (paper/pencil only)
- All of these accommodations are voluntary and not mandatory.

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**Qualified Interpreters/ Sight Translators**

- An interpreter may be used to present the instructions to an ELL in any language other than English for each PSSA, PSSA-M, and Keystone assessment during the first three years that a student is categorized as an ELL.
- For the same group of ELLs, an interpreter may be used to present the content of the test (test questions, answer choices, labels, descriptions of scenarios, and other test material) for the Mathematics PSSA & PSSA-M, Science PSSA, Keystone Algebra I, Keystone Biology only (and the writing essay prompts).

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**Translations/Interpretations**

- Translations should be as accurate as possible. They should be literal where appropriate. Where a literal translation might create confusion (for example, if the English version contains an idiom), the meaning should be rendered faithfully but no elaboration or explanation should be provided.

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**Spanish-English side-by-side versions**

PSSA	Mathematics	Available
PSSA-M	Mathematics	Available
PSSA	Science	Available
PSSA	Reading	n/a
PSSA	Writing	n/a
Keystone	Algebra I	Available paper/pencil only
Keystone	Biology	Available paper/pencil only
Keystone	Literature	n/a

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**ELLs with IEPs and Other Accommodations**

- Other accommodations that are specified in an ELL's IEP continue to be allowable (given the guidance in this presentation and in the *Accommodations Guidelines for Students with IEPs and 504 Plans*).

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**Q: If a student has already exited an ESL Program, are ELL-specific accommodations still available?**

**A: Once a student has exited an ESL or bilingual program, the student is no longer classified as an English Language Learner and **ELL-specific accommodations are no longer available.****

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**ELL-Specific Accommodations for PASA**

- The Test Administrator Guide for the PASA includes the use of ASL and foreign language interpreters. Please contact the PASA project for more information on foreign language interpretation for PASA.

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**ELL-Specific Accommodations for ACCESS for ELLs**

- The ACCESS for ELLs is an English language proficiency test for ELLs. There are four component tests: Listening, Speaking, Reading, and Writing.
- There are no ELL-specific accommodations for the ACCESS test.

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**Accommodations on the ACCESS for ELLs with IEPs**

The ACCESS for ELLs permits a range of accommodations for ELL students who have IEPs.

It is important not to offer an accommodation that would invalidate the skill being tested by one of the component tests – Listening, Speaking, Reading, and Writing.

The ACCESS for ELLs Test Administrator Manual provides information on available accommodations. Please consult with PDE on any accommodations for which you might have questions.

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**Alternate ACCESS for ELLs**

- An Alternate ACCESS for ELLs, intended for students who are in the population served by the PASA, is in development by the WIDA consortium.
- Goal is to be operational for 2011-2012.
- January-March, 2011, all ELLs must be tested using the general ACCESS for ELLs.


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**Assessment Accommodations**



- It is critical to note that although some accommodations may be appropriate for instructional use, they may not be appropriate for use on a standardized assessment (i.e. the PSSA, PSSA-M, and Keystone tests).

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**In Conclusion.....**

- The goal of school is learning. Students with disabilities have the opportunity to truly show what they have learned when appropriate accommodations are paired with effective instruction and assessment.

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**Therefore.....**

- ....choose accommodations for each student thoughtfully and use them consistently while monitoring student progress to insure success for every student!

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**References**

- [http://www.portal.state.pa.us/portal/server.pt/community/testing\\_accommodations\\_security/7448](http://www.portal.state.pa.us/portal/server.pt/community/testing_accommodations_security/7448)
- <http://www.pasaassessment.org/AdminSecure.jsp>

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**References**

- The *Online Accommodations Bibliography* at the National Center on Educational Outcomes (NCEO) is a source of information on the range of possible accommodations as well as the effects of various testing accommodations for students with disabilities:  
<http://www.cehd.umn.edu/NCEO/TopicAreas/Accommodations/Accomtopic.htm>
- Parent guide and information on Alternate Assessments:  
<http://www.ed.gov/parents/needs/speced/learning/index.html>

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Bureau of Special Education 717-783-2311

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Data Recognition Corporation

PA PSSA Customer Service 1-800-451-7849  
PA Keystone Customer Service 1-888-551-6935

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- Bureau of Assessment & Accountability  
John Weiss, Director
- Division of Assessment  
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